

the

SHAKER HEIGHTS HIGH SCHOOL SHAKERITE

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Administration to be restructured

BY AHMAD ATWAN AND TANIA MENESSE
Co-News Editors

The administrative hierarchy will be restructured in order to allow unit principals to become more involved with the newly formed teacher committees, according to principal Jack Rumbaugh.

Responsibilities of the assistant principals will be increased next year. Desadre Lawson will be in charge of the junior class and will also be in control of the attendance office. The freshman class will be under the direction of Richard Vlah, as well as all extra and cocurricular activities. This entails the fund raising coordination and the planning of the 1990-91 school year.

Isaac Smith will be in charge of next year's sophomore class, and will assist in the athletics department. With the reorganization of the athletic department, Smith will act as the middleman between Rumbaugh and the athletic director, Rumbaugh said.

"There are 700 contests a year involving our students and about 300 of them are at home. It is a tremendous responsibility and Smith will be a great help," Rumbaugh said.

The senior class will be under the direction of Lawson, Smith and Vlah. Rumbaugh and Mohny will jointly be in charge of the college placement of the senior class, but will be freed from routine disciplinary action through this new arrangement, according to

Rumbaugh. Teacher committees, which have been operational most of this year, consist of faculty members who signed up for the committees of their choice. The faculty members of then each elected a committee chairperson.

The main purpose of the achievement committee headed by Mary Lynne McGovern is to meet and talk with students about why some students achieve and others do not, said principal Jack Rumbaugh.

Spanish teacher Paula Wright is in charge of attendance, while the curriculum committee is directed by math teacher Judith Curran.

"People are excited about the committees," Curran said. "Finally we have a serious input into the programming of the school."

The climate committee which is headed by math teacher Margaret Boles, is essentially a teacher fellowship committee, Rumbaugh said.

"The community relations committee run by government teacher Jerry Graham deals with the high school and its relationship with the community," Rumbaugh said. "Their job is to assess what type of a neighbor the high school is."

Staff development, which deals with staff training issues, is headed by English teacher Paul Springstubb. Finally, the facilities committee, run by math teacher Ovella McIntyre, examines the physical plant of the school, furniture and equipment.

Each unit principal, as well as 85 percent of the teachers belong to a committee, Rumbaugh said. The department heads, appointed by Rumbaugh, and the committee chairpersons elected by the staff, make up the steering committee.

"While I am the head of the steering committee, I only get one vote on an issue, and thus cannot interfere with the suggestions of the committee," Rumbaugh said.

Ideas brought to the steering committee, if approved, go directly into the high school, Rumbaugh said.

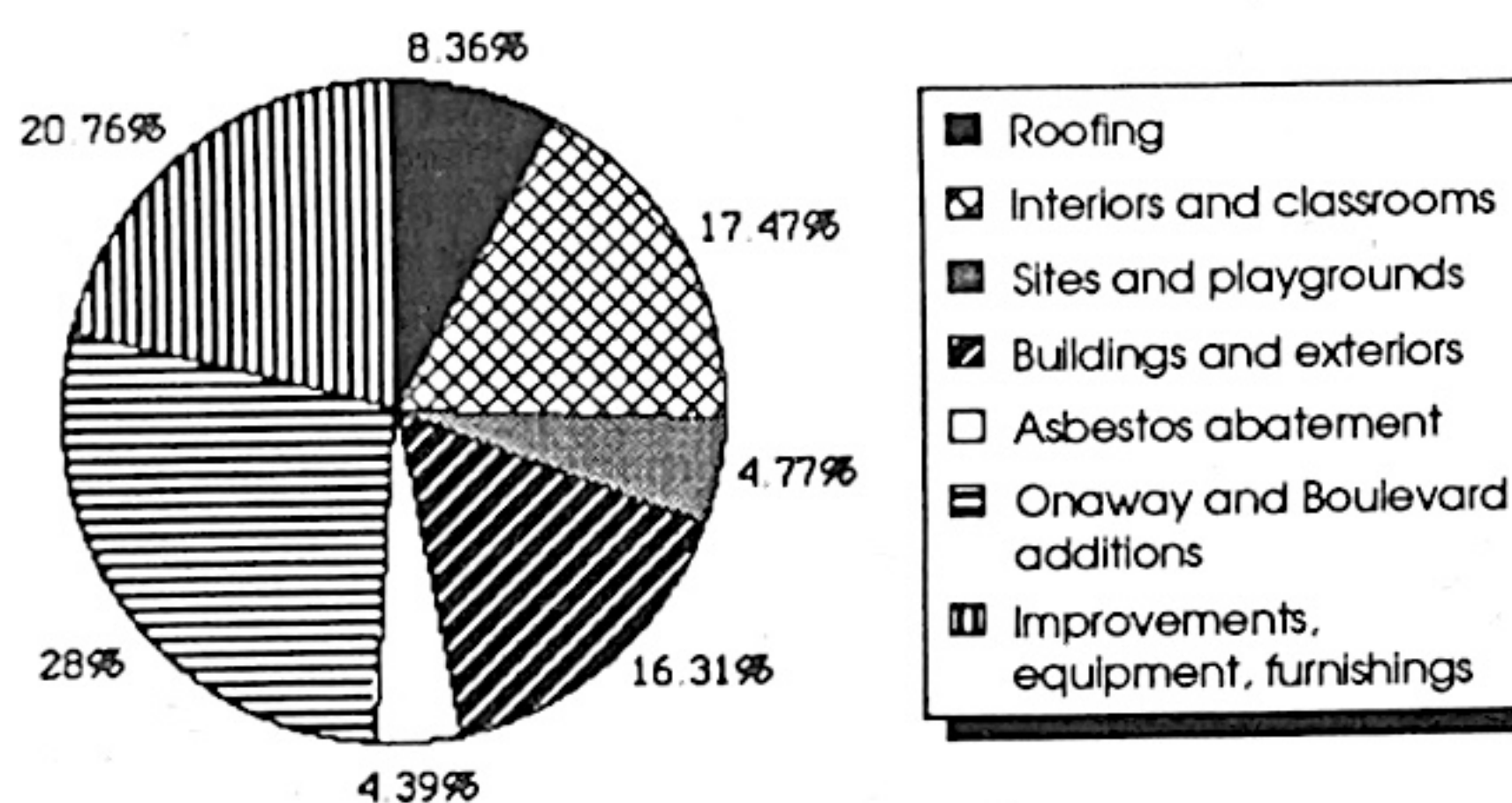
An example of this is P.S.R., Personal and Social Responsibility, a pilot program to help freshmen make an easier transition to the high school. A diverse group of 90 to 100 students will be involved in the program to help them do well in their classes through internal motivation and a high self-esteem.

"This is decentralizing management, and is enforcing collective decision making," Rumbaugh said. "The greater communication from staff is essential to the democratic process of the 1990's."

Eventually, Rumbaugh hopes to form a steering committee from student council to add student input to teacher and administrative ideas.

"Student council needs to do more than just focus on the social agendas of the students," Rumbaugh said. "We need to start to model it into this type of democratic committee process."

Allocation of Bond Issue funds



The Bond Issue was passed on May 8.
Unofficial count by the board of elections:
7671 voted yes..... 63.2 percent
4469 voted no..... 36.8 percent
(Highest approval rate in the last 10 years)

-Data courtesy of Dan Wilson, treasurer
-Graph by Marshall Levin, co-editor in chief

Language department revises curriculum

BY TANIA MENESSE
Co-News Editor

Focusing on proficiency of a language, the French and Spanish classes have brought a new dimension to the language department, accompanied by a new approach to the teaching of Latin.

"Spanish is coming so close to the US that the language is almost a necessity," language department head, Dr. Norma Guice said. "In the year 2000 as many Americans will speak Spanish as English."

AP French and Spanish classes are following the guidelines of the American Council on Teaching Foreign Languages, which places a stronger emphasis on oral and written proficiency than on fine literature, said AP French teacher Lynne Shima.

"Nothing is being sacrificed. Students will master literature if they are proficient in their language skills," said Edna Duffy, AP French teacher.

Changes in the curriculum will be in terms of the number of texts used. There will be more conversation complimented by composition writing, said Guice. AP language students have the option of taking the AP literature or language exam. Out of 22,000 students who took the AP test last year, Shaker students were included in the

2,000 students who took the literature exam as opposed to the language exam. The goal of the language department is to balance the number of students taking each exam.

Literature read in the AP classes is prescribed by the Advanced Placement College Board. Advanced literature will be read, Shima said, but the works will be from a new genre of literature; some poetry, short stories and excerpts from plays, as well as newspapers and advertisements.

"We are broadening the curriculum, not sacrificing it. You cannot divorce good literature from the ability to speak," Guice said.

Latin teacher Jane Elbrecht began a program last year that teaches two years of Latin over a three year period. The 11 students enrolled in the class fall under three basic categories, Elbrecht said; they have learning disabilities, are failing a language or English class, or are foreign exchange students who are struggling to get a strong hold on English.

"They learn at a slow pace and are taught linguistically through sentence patterns," Elbrecht said. "These students generally don't feel comfortable speaking another language so we learn an awful lot of English skills as well as the process of putting a language together."

Graham visits Russia 3/ Long Distance Relationships 6/ Simpsons 8

Vietnam veterans share experiences

BY LAURIE GREEN
Staff Reporter

Emotions ran high at a May 3 assembly as 11 Vietnam veterans shared their experiences of the war and the drastic effect it made on their lives.

Dr. Walter Knake, Jr., a former army psychologist at the Veterans Administration Hospital, started a rap support group for 30 veterans. He said that most veterans suffer "post traumatic stress" after a war. Knake feels that it is therapy for the veterans to speak about their experiences to young people.

Janet Axler, mother of Shaker student Adam Axler, started a similar counseling and support group for the wives and family members of war veterans. She feels it is important for family members to understand and be able to deal with the emotions that veterans experience. Axler said that the number of veterans that commit suicide comes

close to the number of people killed in the war.

"Fifty-eight thousand men were killed in the Vietnam War and another fifty thousand veterans committed suicide," said Axler.

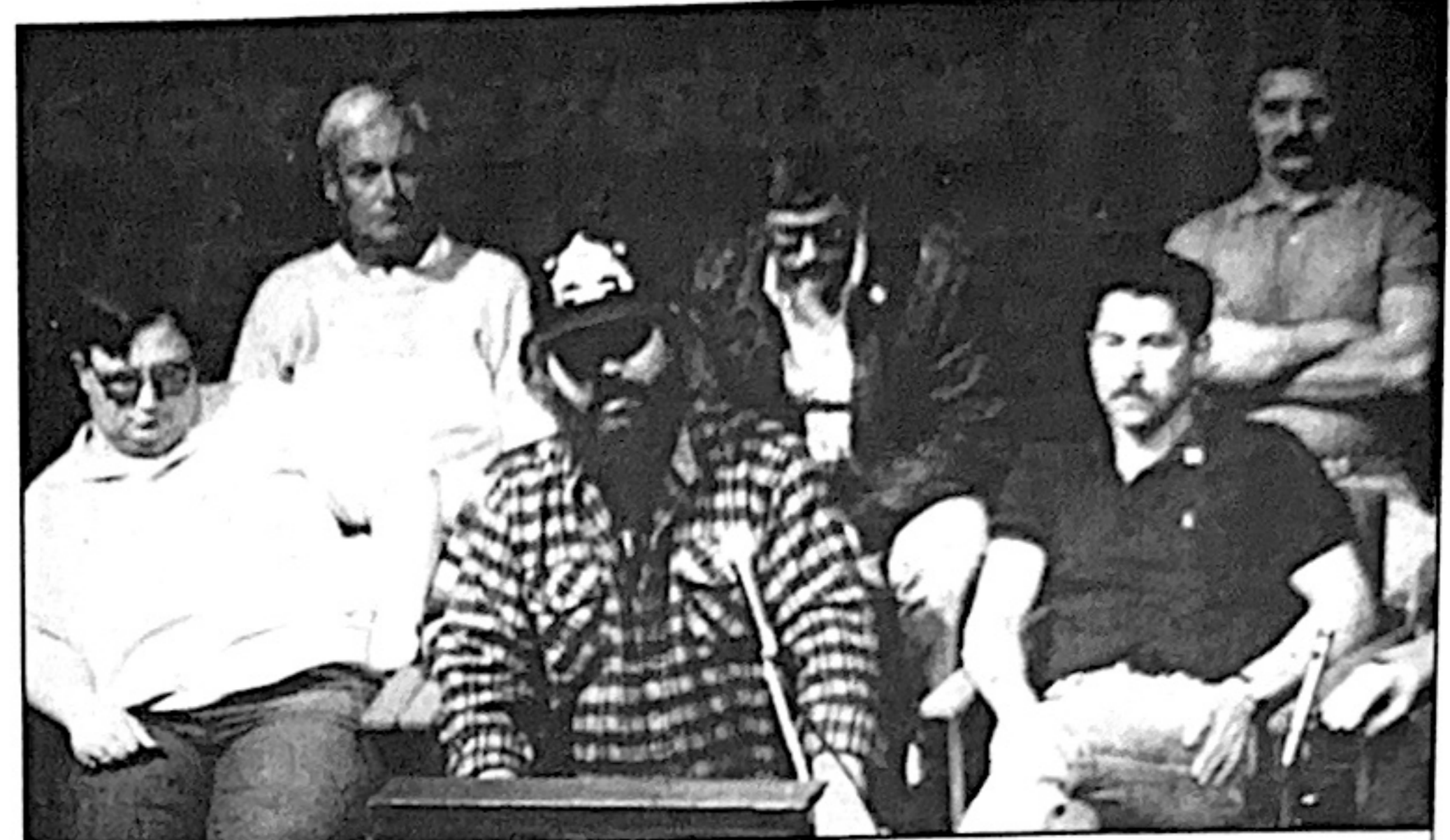
According to a veteran introduced as Peppy, it was difficult to come back to America because of the hatred felt towards Vietnam veterans.

"My war began when I came back from Vietnam," said Peppy.

Other veterans agreed that it became very difficult to cope with feelings of depression and anger. They often turn to drugs and alcohol to escape their problems. They urged students not to get involved with drugs and alcohol.

"Set goals for yourself and pursue them. Don't ruin your lives by drinking or taking drugs," said a veteran introduced as Alvin.

Many students found the assembly to be a good learning experience. According to senior Harold Mason, it was a great chance for students to share the emotions of the Vietnam veterans and



SPEAKING OUT. Vietnam vets share their experiences of the war with students. The vets spoke at the May 3 assembly. Photo by Miles Molyneux

learn of past generations.

"We can't really understand what happened unless we talk and listen to the people who were there," said Mason.

Junior Cindy Donohoe agreed that she learned a great deal from the assembly that you

can't learn any other way.

Other students felt that the assembly was not an effective method of teaching about the war.

"The speakers were exceedingly graphic and had a negative attitude. It was like they were just trying to disgust us," said sophomore Arin Miller.

CALENDAR

June 9 - Language Final,
8:30 a.m.
Social Studies Final
1:00 p.m.
June 11 - English Final
8:30 a.m.
Math Final,
1:00 p.m.
June 12 - Science Final,
8:30 a.m.
Conflicts,
1:00 p.m.
June 13 - Conflicts,
8:30 a.m.
June 14 - Commencement,
8:30 p.m.

Departing faculty bid Shaker farewell

BY LISA PRUETT
Staff Reporter

When students return to school in August, Donald Vogel, Rona Pessel and Dan Garrison will be off facing new lifestyles and responsibilities.

Leuty, who has taught for 30 years at both Chardon High School and Shaker, says that there are many students and faculty she will miss.

"I'll come back and visit and still keep interested in what people are doing," Leuty said.

Leuty will officiate volleyball and field hockey for Shaker. She is a member of the National Ski Patrol and will do more volunteer work in that area. She will play a lot of golf and intends to travel.

"Basically I'll do whatever I want whenever I want to do it," Leuty said.

Leuty will be leaving the position of women's athletic director open next year. With the absence

of Leuty the department will undergo minor restructuring, but Rumbaugh confirmed that Leuty's replacement will definitely be a woman.

"I hope there is a woman involved because women's sports at Shaker," Leuty said.

Vogel, a physical science teacher who also supervises the photography darkroom for the Shakerite and Grismill will be retiring after 25 years. Vogel taught for 20 years at Woodbury and for five years at the high school. Although he enjoyed the closeness of the students and faculty at Woodbury he says that he also liked his years at the high school.

"At the high school I finally got to see some of my ninth grade students grow up. At Woodbury I really missed that," Vogel said.

Vogel's first plans after retirement are to build a log home, which he designed, in Montana, near Glacier National Park.

"I'll do anything to keep me busy and a little

bit of fishing and hunting along the way. I may even do some substitute teaching," Vogel said.

Although he has enjoyed teaching and loved working with many of his students, Vogel says *doing something different for a while.*

Pessel, an American History teacher at Shaker for six years will be taking one year off to live in London with her husband and two sons.

"I'm looking forward to having a year off just to play, but I'll really miss teaching," Pessel said.

Pessel does not plan to work while in England. Her sons will attend a British school.

Garrison, who is currently in his fourth year of working with the theatre department will also be leaving his teaching position next year.

"The one thing that I'll remember is that it was good when it was about the kids," Garrison said.

Garrison plans to go to graduate school to study film.


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Back from the U.S.S.R.. Government teacher witnesses Glasnost

BY ANTHONY SWERTLOFF
Staff Reporter

American government teacher Jerry Graham returned to the land of stars and stripes excited about what he had witnessed in the country of sickles and hammers.

Graham, who has been teaching American government for 25 years, went to the Soviet Union as part of an official delegation from Shaker and Cleveland Heights. The delegation was representing the City-to-City program, designed to further the relationship between the Heights and the Soviet city of Volshky.

"The City-to-City program is making tremendous strides for understanding each other's culture," said Graham, who arrived in Moscow on April 19.

After spending a day in Moscow, Graham went directly to Volshky, a small town situated near the city of Volgograd. In Volshky, Graham had the opportunity to live with a Soviet family.

"The best part of my trip was getting to know the family and talking with the two daughters," said Graham. "Now, I almost feel like I have a family there."

When asked what he ate for breakfast in the Soviet Union, Graham smiled.

"First, they had a plate of radishes, cucumbers and tomatoes. Then, plenty of french fries. Accompanying this was fresh bread and a meat, usually fried fish, cold sausage, or tongue. They drank coffee and tea, but no water," said Graham.

During his stay, Graham had the chance to visit several school classrooms, where he exchanged questions with students.

"Some of the questions they asked were very good. They would ask about our system of government versus theirs. We also had free and open discussions about Gorbachev, Bush and Glasnost," Graham said.

Graham noticed many differences between school systems in the United States and the Soviet Union.

"The kids in Soviet schools are so discipli-

plined. There is always and only student-to-teacher interaction; no student-to-student interaction. Their system is totally foreign to us," said Graham.

Graham also noticed shocking cultural contrasts between the U.S. and the Soviet Union. The first was the scarcity of cars.

"Two percent of the population owns cars," said Graham. "The family I stayed with found it incomprehensible that I own two cars."

Graham said that his fondest memory was the time when he and his host family went to a friend's dacha or summer home.

"There I was, sitting on the roof of their friend's dacha, facing the Volga River, just talking... I will have that as a memory for as long as I live," said Graham.

His least memorable experience began as soon as he got off the plane. One of his suitcases, filled with clothes, never arrived. Consequently, Graham wore the same clothes for 10 straight days.

Despite his short stay, Graham saw significant changes within the Soviet Union and sees communism on the decline.

"The democracy genie is finally out of the bottle in the Soviet Union. I don't think they could ever put that genie back in the bottle," Graham said.

Though our cultures are different, Graham believes that our people are quite similar to the Soviets. He thinks many Shaker students might be shocked by the enormous number of similarities.

"We have for so long emphasized the differences...but there are a lot of striking similarities. The kids there argued about Bush, Gorbachev, and Glasnost. You hear that all the time in America," said Graham.

Graham wants American kids to throw out the misconceptions they have of Soviets.

"They're not the evil empire we've always portrayed them as," Graham said. "People over there are as opposed to world war as we are... they have the same hopes and dreams that we have. They're human beings."

Fire devastates South Shaker apartments

A fire broke out at the South Shaker apartments causing close to \$750,000 in damage and leaving 54 people homeless on April 28. Some of the victims of the fire were students and faculty at the high school.



"The City-to-City program is making tremendous strides for understanding each other's culture," said health teacher Hubert McIntyre. "While I watched I found myself in a situation that I wouldn't know what to take out if given the chance."

The Shaker Heights Fire Department said an electrical problem was the cause of the fire. One firefighter received second-degree burns, but no tenants were hurt.

In order to help the victims of the fire, a Fire Fund has been established by Student Council to collect money in homerooms and in the cafeteria.

"We had a bake sale Wednesday. We also appealed to students for donations by putting cans at the end of the lunch lines," said class of '92 president Jerome Griffith.

LOONEY TRIAL DATE SET

Guidance counselor Kenneth Looney was indicted for involvement in the forgery of checks from the Holy Trinity Action Hunger Center on Friday, April 27.

The pretrial date is set for June 5 and the trial date is set for June 25.

JAZZ SOLOIST HONORED

The 25 member Jazz Ensemble under the direction of Hans Bohnert traveled to Tri-C to join 20 high school bands at the week long Tri-C Jazz fest. Awards were won by Tim Smith - Outstanding Saxophone Soloist; David Conner - Outstanding Trombonist; Sadie Dawkins - Outstanding Jazz Vocalist; and Hans Bohnert - Outstanding Director.

LEWIS EVALUATES ACHIEVEMENT

Overall achievement in this year's senior class remained fairly consistent with past graduating classes, according to Guidance Department Head Jeffrey Lewis.

S.A.T. scores, A.C.T. scores, National Merit Semifinalists, and college acceptance rates all remained fairly similar to past years.

"Since 1958, we have consistently been sending about 80-85 percent of our students to four year schools. This year is no exception," said Lewis.

STUDENT COUNCIL ELECTS OFFICERS

Elections for next year's class officers were held May 15 in homerooms. Class of '91 president is Bryce Dakin; vice president, Chris Butler; secretary, Dionne Burrell; treasurer, Lisa Farmer. Class of '92 president is Jerome Griffith; vice president, Karen Hunter; secretary, Cathy Simon;



K-9 COP. Drill, a six-year-old, 103 pound German shepherd, is the newest of three dogs on the Shaker Heights Police Force. The dogs locate people and narcotics and are used for controlling crowds. They are not used for attacks or intimidation, Police Chief Walter Ugriuc said. Photo by Miles Moynear

treasurer, Yolanda Watson. Class of '93 president is Kim Weissman; vice president, Tali Lando; secretary, Meka Millstone; treasurer, David Goode. Class of '94 president, Joel Mandel; vice president, Leslie Goldberg; secretary, Jeannie Simon; treasurer, Abigail West.

Student council officers were elected from representatives at large. President, Randall Stokes; vice president, Aisha Fraser; secretary, Suzie Wahn; treasurer, Patrick White.

- COMPILED FROM STAFF REPORTS-

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Letter from editors

If you've noticed any difference in the Shakerite this issue, it's probably because the paper is now under new editorship. We the new co-editors-in-chief of the Shakerite plan to increase student coverage in the Shakerite during the next year by holding monthly open-forum meetings for the student body to suggest topics for articles. A system will be implemented in which reporters periodically check all areas of the school for possible article ideas.

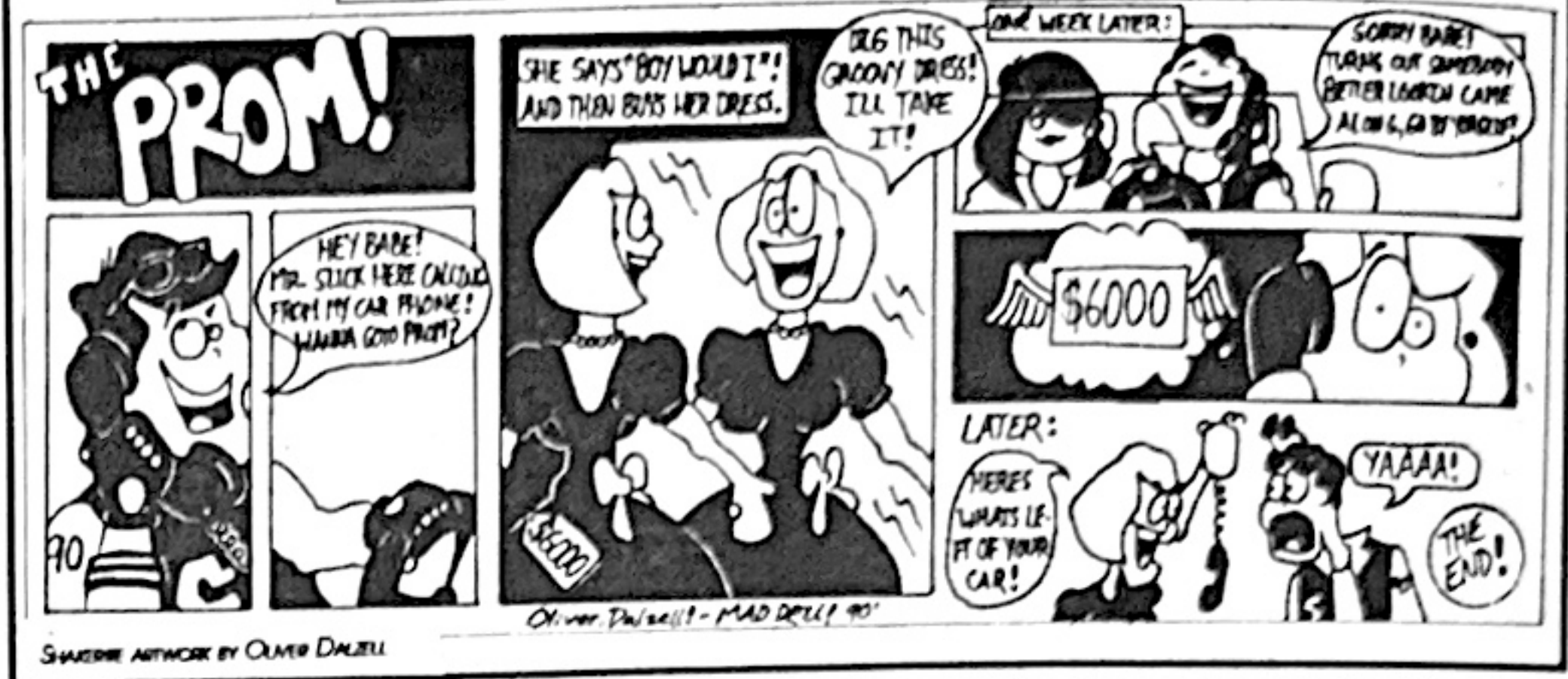
We encourage letters written To the Editor or other suggestions you may have. Our aim is to cover the issues that are important to you as students and faculty.

We urge interested students to get involved with the Shakerite. Students may take the Journalism I class to become reporters by seeing their counselors as soon as possible. They may also attend one of the numerous summer workshops offered at colleges and universities. These programs usually run for one or two weeks in July, and some are nearby with little or no cost. Please contact our advisor Sally Schwartz for more information.

We hope you will continue to read and enjoy the Shakerite!

Co-editors-in-chief,
Jeremy Kahn and Marshall Levin

EDITORIAL CARTOON



LETTERS
TO THE EDITOR

Responses to Looney

To the Editor:

I am appalled at your lack of ethical and professional judgement in printing the article about guidance counselor, Mr. Looney.

The only thing I can commend you for is your speed. The speed at which you were able to exhibit the poorest of taste and get the story printed.

Journalists might better use their time to read the Constitution and the Bill of Rights: a man is innocent until proven guilty, you know.

Robert H. Johnson, English teacher

To the Editor,

I feel that the story done about counselor Mr. Looney. The Shakerite, as the school newspaper, has every right and responsibility to report all news events surrounding Shaker Heights High School, including Mr. Looney.

I feel the article was in the best interest of the students and staff, who did not know or understand the Looney issue. To be properly informed by the school's newspaper is much better than having rumors inform readers. Congratulations to the Shakerite for doing a great reporting job.

Sue Fromson, substitute teacher

Journalism requirement

To the Editor:

Several students have written letters expressing that they would like to participate in the Shakerite. However, they do not feel that Journalism I class should be a prerequisite.

I could not disagree more. Having completed Journalism I and most of Journalism II, I realize the importance of being taught proper journalism. When

writing journalistic pieces, facts are presented differently than in other forms of writing. Journalistic writing is more precise and involves different grammar rules unlike typical essay writing.

Students also complain that they do not have time to take the journalism elective. If you are serious about writing for the paper, you should dedicate some of your time to learning how. Journalism is like any elective or sport, if you want to take it, you have to commit yourself. You cannot play for a team if you do not know how to play the sport or if you do not attend practices.

The Journalism I requirement is needed to maintain the quality of the paper, without it students would be lost, the editors would have to do all the work. Its purpose is not to limit the number of students in any way, but rather to inform the students and community of Shaker Heights.

Jeremy Paris

Jeremy Paris is a staff reporter for The Shakerite and a student in journalism class.

Mini-cult proves dangerous

To the Editor:

We, the third period Oppression class have just discovered how vulnerable the population of Shaker Heights High School is. We set up an experiment in which we created a cause called The Unity of Shaker. We proceeded to sign up as many teachers and students as we could. Anyone who signed up was given or promised, when we ran out, a Robocop 2 sticker as a symbol of strength and unity. Over the course of one school day, one sixth of the school received a sticker and joined our cause. This is a shocking statistic. The fact that we are willing to join any group in order to belong is

appalling.

We felt it was our responsibility to report our findings to the school for the following reason. Within the next few years, most of us will be going to college, where real groups will bombard us with chances to belong. Unless we become aware of our vulnerability to such groups, we will lose ourselves to movements and organizations. Shaker, it is time to become aware!

Mr. Pollack's third period Oppression class.

Education key to avoiding racism

To the Editor:

Racism is a belief that people of one racial group are superior in intelligence or other qualities to people of other races. Teaching must begin in the home. Parents have the responsibility of teaching their children that all people are created equal and that we must respect one another regardless of race, creed or color.

The schools have a responsibility to reinforce the teachings of the parents by teaching equality, beginning with the textbooks and having courses in human relations. History books should incorporate an equal amount of minority history. If we properly educate our selves and society, there would be a greater understanding and respect for each other.

This is not a solution, but only a start! We can start here at Shaker Heights High School. We can demand new textbooks and human relations courses. Finally, we can encourage our parents to take a more active role in assisting us in this effort. Parents should be encouraged to work with us in these endeavors. Is Shaker Heights High School truly integrated?

Layanna J. Thomas, Senior

Band Council ignored

To the Editor:

On behalf of the Shaker Heights High School Band, we would like to express our disappointment in the coverage of our recent trip to Germany. It is a shame that our band, which is highly acclaimed throughout Ohio and now internationally known, received so little acknowledgement from our own school newspaper. We had hoped that this year would have provided a change in the situation, given the importance of the trip and the precedent that it has set.

We were upset by the angle through which the article in the last issue was written. The main issue was that this was the first time an American high school band has performed in Germany, not the memories of the Holocaust that the trip evoked in some members of the band. It is true that the trip presented a sensitive issue, but this was certainly not the focus of our experience. Two years of hard work were put forth in preparation for this project, both musical and logistical, and we would have liked to see some coverage of the achievements of which we are so proud.

The 1989-90 Band Council

Gateway passage

To the Editor:

I am disappointed by the passage of Issue 2. The tactics employed by the Gateway supporters were deplorable. The techniques used were simplistic, but influential. Their battle cry was, "If the Issue fails, then the Indians leave." There were never any threats from the Jacobs to move the Indians, but this tactic of bribery was still used.

Why couldn't the Gateway supporters have waited until November, and then presented a plan to help the community and not to hurt it?

Eric Rickin, Sophomore

THIS ISSUE, A PUBLIC FORUM FOR AND ABOUT THE STUDENTS OF SHAKER HEIGHTS HIGH SCHOOL, IS THE SIXTH ONE OF THE 1989-1990 SCHOOL YEAR.

ALL LETTERS TO THE EDITOR MUST BE SIGNED AND TYPED OR PRINTED NEATLY (MAXIMUM 250 WORDS). ADVERTISEMENT AND SUBSCRIPTION INQUIRIES AND LETTERS TO THE EDITOR MAY BE DELIVERED TO ROOM 224 AT THE HIGH SCHOOL OR MAILED TO THE SHAKERITE, 15911 ALDERSYDE DR., SHAKER HILLS, OH 44120. THE SHAKERITE RESERVES THE RIGHT TO EDIT OR REJECT LETTERS

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* denotes member of editorial board

SHAKERITE

26 different uses for a dead pool

PERSPECTIVE

BY DEBRA MAYERS
Opinion Editor

As we all have learned, the school's pool has been closed down, or shall we say condemned? I would like to offer a helping hand to whomever decides what to do with this hole by offering a few suggestions.

- a permanent place to hold the annual PTA geranium sale
- a new theater so we can be remotely near the courtyard with out hearing sounds of thespian

warmups.

- one big recycling bin for the environmental club, whoops that won't work, Shaker is a nuclear free zone
- an indoor skateboarding ramp
- a giant sand box
- we could collect the mold from the sides of the pool and let the science teachers start a new strain of penicillin
- a lost and found box from the past 20 years
- start the first ever suburban hydroponics food plant
- sell the pool to Sea World, and fill it with those plastic balls in Captain Kids World
- ever wonder where the ducks from the Shaker Lakes go in the winter? To the frozen pool inside the

high school. (kinda like *Catcher in The Rye*)

- string a big trampoline across all four corners and let the Woodbury kids jump on it.
- turn it into a mini-Thornton Park
- pad the walls and make it become a recording studio
- install shelves, and drawers to become the world's biggest file cabinet
- an indoor sledding hill
- a storage bin for the school's obsolete computers
- a fermenting tank for cafeteria food
- fill it with Jell-O and have a "Double Dare" obstacle course
- practice parting the sea for a re-enactment of "The Ten Commandments"

- put fish in it and start an aquarium. We have a planetarium, so why not an aquarium?
- plant trees and start an arboretum
- hold "Rollergames" or "American Gladiators" events
- new Shakerite office
- have a squash or racquetball court
- have a bubble bath
- a suggestion box

If you can think of anything else to do with a dead pool, send your suggestions to the Shaker Heights Board of Education, 15600 Parkland Drive, Shaker Heights, Ohio 44120.

Album censorship protects minors

BY NANAR TABRIZI
Staff Reporter

The battle cry has been sounded, words have clashed in conflict, victory has been proclaimed.

The war for the protection of minors has been fought for years. In a combined effort, the Parents' Music Resource Center and the National PTA have contested against rap and heavy metal records which feature lyrics pertaining to sex, violence, suicide, drug abuse, bigotry, and satanic worship.

Working on behalf of minors are activists against child pornography. Although state laws have banned sale and distribution of child pornography, nothing prevents a citizen over 18 from purchasing the material.

The courts have recently taken action against child pornography and explicit album lyrics by censoring both. But most importantly, in doing so, they have taken action towards the protection of minors as well. I applaud such action yet strongly believe that although the courts have taken a step towards the right direction they have yet to make any real commitment.

As of May 9, the recording industry presented a uniform warning label for albums containing controversial lyrics. However, on closer examination, we find that the decision to attach this warning label is left to the recording company and the individual artist. There is no law that requires the adoption of the warning label.

The recording artists are largely concerned with profit, since they intend to make a living off the sale of this album. Therefore, it seems highly improbable that the artists will warn their audience against their albums. But most importantly the parents of the artist's audience are unwarned.

The spotlight now passes to the issue of child pornography. For the first time the Ohio Supreme Court banned private ownership of child pornography. Because of this ruling, Clyde Osborne, a Washington citizen, was sentenced to six months in prison after the police searched his house and allegedly found pictures of a nude 14-year-old boy in sexually explicit poses.

According to Ruth Marcus, a reporter for the Washington Post, this law makes an exception for material presented for "artistic, educational and scientific purposes." An exception for reasons of science and education, I can understand. But in case anyone didn't notice, photography is an "art" as well. Does this mean that child pornography will be excused as long as it is artistically done?

There is also no guarantee that this law forbidding private possession of child pornography will produce positive effects. The opposite of the intended result may occur. For example, after pornography was legalized in Denmark and Germany, the rape rate actually went down.

Although recent actions for the protection of minors should be commended, a lot remains to be done. Tighter enforcement and commitment should be adopted. Mandatory labeling of derogatory lyrics should be enforced. Exceptions to the law should under no circumstances be tolerated. For although the turf of the battle has been trampled on and progress is in the making, the war is far from won.

Looking down: height adds new perspective to life

BY MIKE GIANNELLI
Staff Reporter

People have always told me to look at things from a different perspective, and considering my height I really have no choice. My view is permanently distorted due to my extraordinary height. A typical day for a merely average person, is nothing compared to what I must encounter.

I have to walk to school every day because I'm too tall to ride the bus. Convertibles don't help either, because I lose my vision in the clouds. So, as I walk to school, I try to avoid the shrimpsters who scratch and cling to my ankles. I begin to feel guilty as they pull me down, and I hear the tiny minisculities shout out "TIMBER," just before they are flattened.

But my problems only begin here. I still must deal with the problem of finding the school building. On several occasions I have actually stepped over the school itself, and after three more strides, I find myself lost.

It's almost hopeless trying to find the building from so far up. I feel as if I'm looking down at tiny Lego buildings. I finally guess right and start my endeavor to enter the building. I am too tall to enter through the doors of the school, so I must shatter the ceiling Santa-style.

When I play basketball after school, my troubles worsen. A teammate and I are on the fast break. I receive his pass, step on a couple of defenders, and bend down to slam dunk the ball. Then my teammate and I go for the big high five, but as he jumps up his hand sticks to the bubble gum on the bottom of my size 227 Air Jordans. Actually, it wasn't his hand, it was him. "Sorry little guy," I say as I peel him off my sole.

Once home from school, I garden. As I watch the little midgets around me water their plants, I water my tree. And sometimes, just for fun, I water the midgets, too. Actually, I just spit to make them think it's raining.

I return home, and with a craving for ice cream, eat half of Antarctica. Such ends my day, as a tall person. I only wonder if I have made all of you little people aware of the dangers that we big people must encounter. I would ask you myself, but I can't see down that far without my telescope.

As a final note, I would like to add that all of the information printed in this article is 100 percent true, yeah, you heard me, genuine



fact. If you don't believe me, ask anyone. They may tell you that I'm lying, but you're probably too short to hear them anyway.

"The Rite Idea" will not appear in this issue due to space limitations. It will appear in the next issue as usual.

-ed.

and then there was...

The long distance dilemma: Seniors wonder how college will affect relationships

BY MOLLY SHAFER
Co-Centerpiece Editor

"So this is it. What time do you leave tomorrow?" he asked. "Nine in the morning. My dad wants to leave early just in case we get lost," she answered.

There was a long pause... "When you think about it, high school was great. We had some fun times together," he said.

"Yeah, we did," she said, "but what happens next?" "I don't know. I just don't know," he said.

It may sound like a scene from Sweet Valley High, but this is a problem many seniors are facing now as they prepare for graduation. Couples who have been dating throughout high school face the big question: what happens when they leave for college?

"I think it is really hard to have a long distance relationship with someone you never see or come into contact with," freshman Cyrena LeVine said.

Many people agree with LeVine, citing disloyalty and the obvious distance as contributing factors to a long distance relationship's breakdown.

"Long distance relationships aren't worth it. They are too hard to keep up, especially when other feelings get in the way," sophomore Chad Durham said.

Junior James Jones agrees with Durham, saying that a person likes what is closer and more readily available. He believes the relationship can take a turn for the worse when you start looking at other people.

"You tend to forget to call and you don't feel like wasting your money, and then you are talking to a girl you have access to," Jones said.

According to an informal Shakerite survey, the general consensus among the students is that generally, long distance relationships just don't work.

"I've been through it. It doesn't work. He said he was going to be faithful, but he never called,

and I was wasting my money. I used to write him but he'd never write me back. He was supposed to be in love with me but he couldn't resist [other women]," junior Keesha Salters said.

Still, some students are optimistic about long distance relationships.

"If you are in love, you are not going to be able to just drop it," junior Erica Davis said. "You have to stay faithful to each other, even if it means you have to write each other every day."

The most common advice given to couples is to have a less serious relationship, in which you date other people while you are away and see one another when you come home.

"I think you should have an open relationship. Don't take it too seriously. Just let nature take its course," sophomore Tiffany Hollinger said.

When it comes right down to it, most senior couples are afraid to discuss what will become of their relationship. LeVine agrees and says that she tries not to think about the relationship's future.

"Why worry about it when I can worry about it later. But think he's right, we're afraid," LeVine said.

One couple from the Class of 1988 began dating in October of their senior year, and have continued the relationship for the past two years while attending different colleges.

According to the two, patience and commitment make a lasting relationship.

"For a while we had an agreement to date other people our freshman year. But we decided that we didn't want to later," the college sophomore said.

The couple has stayed together for awhile, but not



SHAKERITE ARTWORK BY PETER ANDERSON

without problems. They attribute the relationship's longevity to their dedication and commitment to each other, and have worked out their problems along the way.

"Take it very easy. Don't take somebody saying 'I want to date other people' as 'I don't like you,'" his girlfriend said. "Take it as it comes. It is not always good. It's not like just because we can [have a relationship like this], doesn't mean that everyone can. We do it because we're very patient and at this point we happen to be very committed."

SENIORS SPEAK: THE CLASS OF 1990 LEAVES ITS LEGACY

Letter from the editors-

The halls are bare, the oval is empty and that obnoxious cry of " '90 in the house" can no longer be heard. Yes, the loudest class in Shaker Heights history has left the high school for senior project in the relentless pursuit of pillows by day and parties by night. "What should the Shakerite do for the class of 1990?" we asked. After much discussion, we decided to make the centerpiece a senior page and scrap our original idea of "Trash and its Many Uses." So here it is, seniors. Your page. Enjoy your 15 minutes of fame and read what you all had to say.

Molly & Sheri

Molly Shafer and Sheri Spitz
Co-Centerpiece Editors

1. What won't you miss the most about high school?

"Nagging security guards." -James Greenley

"Having to get up at eight o'clock in the morning." -Michael Zemel

"A five hour schedule." -Paul Webb

2. What was your most embarrassing high school memory?

"Falling down the stairs." -Darrell Williams

"One time in ninth grade I had some blue shorts on, and a guy pulled them down." -Michael Harper

"Being surrounded by liberals." -Jeff Hilkert

3. What advice would you give to those you are leaving behind?

"TRANSFER!" -Jocelyn Dorsey

"Buy your lunch as soon as you get into the lunch room or else you won't have time to eat it." -Mike Matthews

"Enjoy it while it lasts." -Todd Griffin

"Shake your rump!" -Caleb Franklin

Quotes compiled by staff reporters Jennifer Coiley, Heidi Jacobson, Steven Landers, Rachael Ratcheson.

Freshman year creates stress

BY SHERI SPITZ
Co-Centerpiece Editor

COMMENTARY

I read somewhere once that the definition of stress is "The confusion created when one's mind overrides the body's desire to choke the living hell out of someone who desperately needs it."

For most of us, stress IS high school. The stress of impending tests and papers at times can seem so overwhelming that quitting school seems the only way out. From the moment the newness of freshman year wears off, graduation is looked at as the epitome of freedom. Senior year and graduation symbolize simple, stress free life. The build up of stress, I believe, is what causes senior classes to be so obnoxious and at the same time, make the rest of us become so annoyed by them.

However, beware! The freedom of graduation is all a myth. Remember, graduation isn't the end. In fact, it is only the beginning.

Room-mate blues

The freshman year in a person's life. One of the most difficult problems a person has to deal with must be faced before classes even start. That is, the roommate.

You have been paired at random with a person whom you have probably never met before and together the two of you shall live, probably in a very small room, for a long period of time. Under such confining conditions, even the best of friends would feel a strain on their friendship, and here you are with someone you've never met before. The situation in itself is terrifying.

All play and no work...

After seeing you to your dorm, meeting your new roommate, sticking around for orientation helping you settle in and probably a tearful good-bye, the parents go off. And they leave you to fend for yourself. This new independence which is so confusing and exciting can be disastrous to the student as well.

My father once told me that when he was in freshman

orientation his dean told him to look to his left and then to his right. He then said "One of you won't be here at the end of the semester." Unfortunately this is the case at most colleges because freshman don't handle their new freedom well.

Without the threat of parents around to keep us in line, the temptation to put off work and go out with friends becomes harder to resist. Parties can look more and more tempting and now that attendance is no longer mandatory, it gets harder and harder to get out of bed in the morning and go to class.

Who shall I be?

One of the reasons everyone looks forward to going to college is because it is a chance to wipe the slate totally clean. College presents the perfect opportunity to decide who it is that you want to be and who it is that you want others to see you as according to Fordham college philosophy teacher James Loughran in "America" magazine.

"You are in the process of shaping yourself-your self-forever," he writes. "You are concerned with your personality and life will more than likely effect your whole life. This knowledge can add extra stress to freshman life."

"The college years are a kind of hiatus, a respite before the advent of adult responsibilities," Loughran said.

The stress of impending adulthood and all the new changes, coupled with the stress of living with a stranger in a small space and adjusting to inde-

pendence is enough to make even the most anti-high school freshman wish they were home in the comfort of their own high school again. Yet, no matter how hard it is, we must face these stresses in order to grow.

"Like chess, life is enormously complicated. Moves are irreversible and they have consequences. It takes great concentration and imagination to play the game well. It is not a game one learns to play easily," said Loughran. "We need to prepare."



SHAKERITE ARTWORK BY PETER ANDERSON

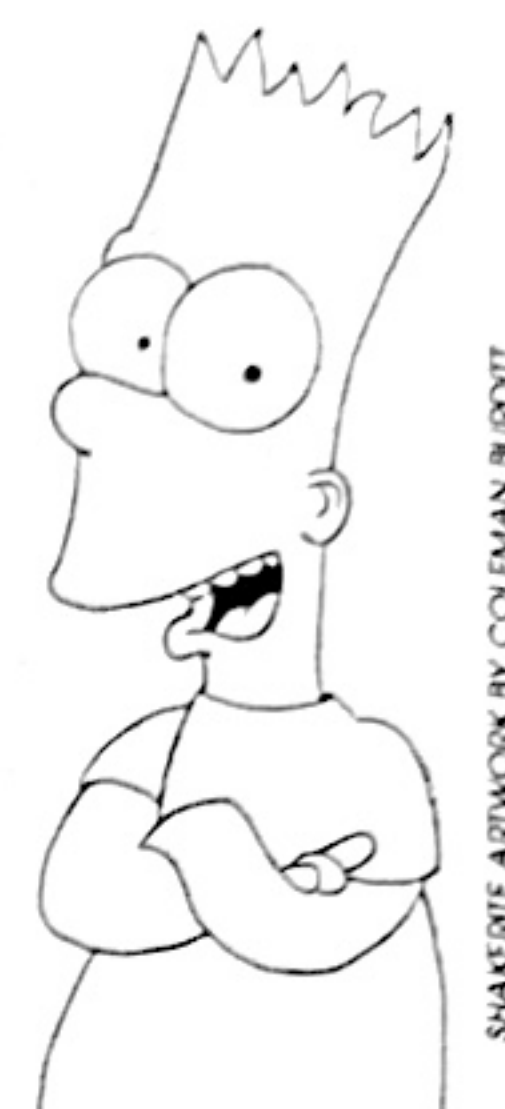


SHAKERITE ARTWORK BY PETER ANDERSON

college...

"Hey Bart,
there's nothing
good to watch on
television these
days!"

"Au contraire mon frère..."



SHAKERITE ARTWORK BY COLEMAN BURDITT

'Simpsons' captivate viewers of all ages

BY DAVID LIPTON AND JILL PELAVIN
Staff Reporter and Spotlight Editor

A loving wife, a less than perfect husband, a precocious daughter, an obnoxious 10 year old, and a pacifier-sucking baby have Americans glued to their television sets.

"The Simpsons," the first prime-time cartoon since the legendary Flintstones, is about a working class family in a town called Springfield. The "typical" American family of Homer, Marge, Bart, Maggie and Lisa has turned into an overnight sensation.

Most students feel the reason behind the show's success is due to the unique style.

"It's a new type of humor, it's more subtle," sophomore Jay Marston said. "It makes fun of ordinary America."

Many students believe "The Simpsons" is popular due to the fact it is a cartoon.

"The American public has been missing a good, funny cartoon with cute characters," said junior Cindy Donohoe.

Others agree that the best part about the show is that it does not conform to the standard situation comedy storyline.

"It's the opposite of 'Leave it to Beaver,'" said sophomore Jon Schonfeld. "[The Simpsons] believe in close family relationships, whereas 'The Simpsons' are always fighting... they remind me of my family."

Most students say that the typical and believable storylines of "The Simpsons" add to the show's credibility.

"It's realistic," said junior Dionne Burrell. "They do things kids or parents would actually do."

But not everyone likes the Simpsons. Mixed among those fanatics are students who can't understand the hysteria.

"They have an attitude problem and they're not funny," sophomore Richard Summers said. "I don't care about the show's popularity, I think they're overrated."

According to Shakerite polls, Bart Simpson is the most

popular character on the show. He is a mischievous boy who is known for expressing his feelings freely.

"I like Bart because he says what he wants; he's always saying things like 'Go to Hell, Man,'" said freshman Ian Mirmelstein.

Not only do kids envy Bart, but they imitate him as well. It is not uncommon to hear his famous quotations as you walk down the hall, such as, "I'm Bart Simpson, who the hell are you?" "Don't have a cow, man!" or "Eat my shorts!"

"Simpsons" paraphernalia has appeared almost everywhere. Bart Simpson has his own rap song, and stores carry "Simpsons" merchandise ranging from boxer shorts to hats.

Adults like the show as well, despite the fact that "The Simpsons" is a cartoon.

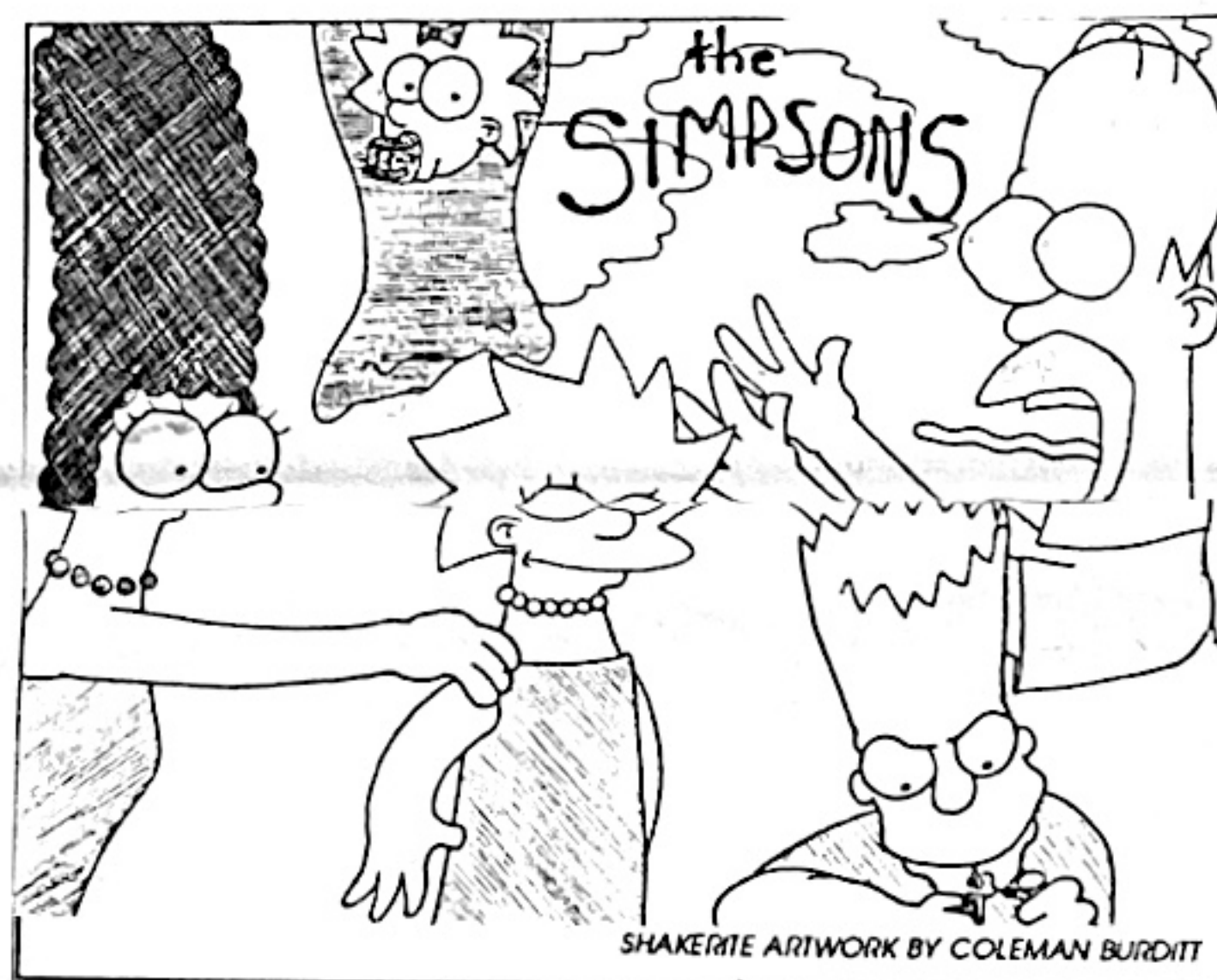
"My parents love it. They watch it every week," junior Chandra Reeves said.

Most students feel that "The Simpsons" attracts viewers of all ages due to its sophisticated cartoonism, said junior Kim Forward. "It is not directed towards little children."

Students agree that because "The Simpsons" is on Sunday nights it has greater appeal.

"It gives me an excuse not to do my homework," said one freshman.

So watch out, "Elvis" and "Murder, She Wrote." Networks, beware! Fox is winning over the hearts and minds of Sunday night America. The hottest new cartoon family on television has even outdone "The Flintstones."



SHAKERITE ARTWORK BY COLEMAN BURDITT

'Twin Peaks' mystery remains unsolved

BY SARAH STEWART
Staff Reporter

Maybe you heard the eerie music as you were flipping through the channels, or maybe you saw pictures of evergreens and had the strange feeling that you were watching PBS. In reality you might have caught a glimpse of one of the most talked about new shows on television... "Twin Peaks."

With its "things are never as they appear" storyline, "Twin Peaks," will satisfy those who yearn for suspense.

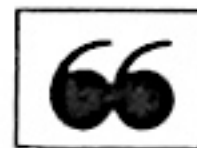
Although the big question "Who killed Laura Palmer," is yet to be answered, the mystery in this soap opera-like drama consists of more than a murder waiting to be solved. With almost an overabundance of characters and subplots, "Twin Peaks" is a challenge for viewers to unravel.

The difficulty lies in piecing together the storyline consisting of secretive love affairs, unidentifiable yet meaningful symbolism, and the eeriness projected by the woods.

These same woods hold the secret of Laura Palmer's violent death. The town of Twin Peaks itself is a haven for the underground. The pilot presented the citizens of Twin Peaks as shocked bystanders after the murder of the highly respected Laura Palmer,

but as the series progressed it became obvious that this crime is only one of many wrongdoings.

Her own murder is not the only criminal act with which Laura Palmer was associated. Although she was perceived as a saint by the town's people, she was in fact involved in drugs and



The difficulty lies in piecing together the storyline consisting of secretive love affairs, unidentifiable yet meaningful symbolism, and the eeriness projected by the woods."

prostitution. The illusion Laura Palmer presented was not enough to save her from the danger she had involved herself in.

The chilling atmosphere is portrayed best by the music throughout the show. Steady, yet powerful, the theme of "Twin Peaks" is moving; it accompanies each scene equally well, and although frequently repeated, is never tiring.

The characters are as entertaining as the music. From the

insanity of the log lady, who claims that her log holds knowledge, to the amusing intensity of the F.B.I. agent, the personalities in Twin Peaks are by no means flat. Each character, like Laura Palmer, holds a secret of his own, which adds to the mysterious plots.

Intertwined among the bizarre characters and ghostliness of the town is subtle humor; it breaks up the intense mood by adding a lighter dimension. The sheriff's office is never without a sufficient supply of donuts and the F.B.I. agent goes nowhere without his Dictaphone, commenting to an unknown Diane about the excellent cherry pie in the local diner or the reasonable rates at the Northern Hotel.

The multitude of characters and the plots revolving around them combine to form a series with substance, but with its strangeness and excessive mystery, it is difficult to predict the success of "Twin Peaks."

"Twin Peaks" is like a puzzle waiting to be solved, and those who have the patience to put it together will reap the benefits. After all, someone knows who killed Laura Palmer.

"Twin Peaks" will return to ABC next fall. Due to its soap opera-like style, repeats will not be shown for the remaining part of the season.

Nader speaks at Seventh Lecture Series

BY AHMAD ATWAN
News Editor

He lives in a tiny inexpensive apartment in Washington, D.C. The only appliance he owns is a black and white T.V. Although he could be earning millions of dollars through his books and speeches, he chooses to live a humble life and earn next to nothing. Ralph Nader is a devoted man who sacrifices the pleasure of life in order to bring across his message of consumer advocacy and environmental awareness to people throughout the United States.

Nader was the guest speaker at The Seventh Annual Shaker Lecture Series which was held at the high school on May 7. The Series is designed to acknowledge the importance of education to members of the community by presenting a speaker who has set an example for people to follow.

Nader became a consumer advocate after graduating from Harvard Law School in 1958. Instead of joining a high-paying law firm as many of his friends did, Nader decided to be a lawyer who fought for the rights of people as consumers.

As a result of Nader's fight to protect consumers, seat belts were made standard in American cars. Nader also became a protector of the environment, and as a result was largely responsible for the formation of the group called the Environmental Protection Agency in 1970.

"My feelings toward the environment started in law school, when D.D.T. was sprayed on campus trees," Nader said. "When I realized how the environment was being destroyed, I decided that I had to do something to help."

At the age of 56, Nader continues to spread his message of consumer advocacy and environmental awareness. He spends much of his time touring the country urging people to be "true citizens who take an active part in community affairs by writing letters to Congress and fighting corporations."

Nader has a low opinion of the American educational system. He said that schools often fail to provide students with a good all-around education.

"Our educational system is primarily designed to benefit the power structure of our nation," Nader said. "Unfortunately, most schools do not put education of their students as their number one priority."

Nader believes that high school students are not nearly as knowledgeable as they should be in areas of environmental awareness and consumer protection. For this reason, he feels that courses dealing with such issues should be included in the high school curriculum.

"Students need to take more practical courses during high school," Nader said. "They need to know how to be skilled consumers, and must also learn to take interest in the community and in the environment."

As a major opponent of the high school achievement tests, Nader feels that schools should put less emphasis on S.A.T. scores.

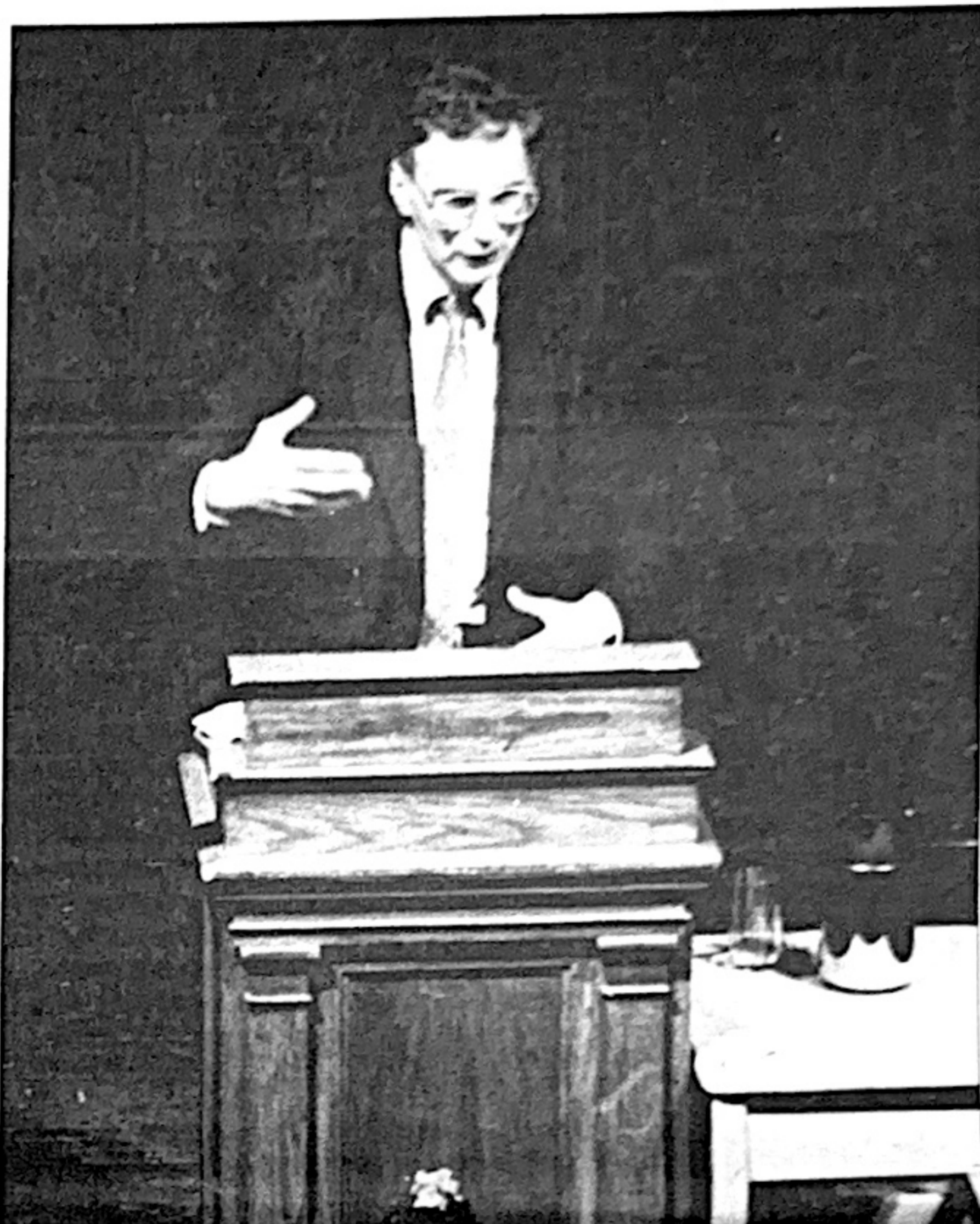
"Multiple choice tests are too highly emphasized in high school and college. S.A.T. tests teach students everything but judgment, experience, citizenship, idealism and wisdom," Nader said.

According to Nader, the pressure that is placed on students to obtain high S.A.T. scores and good grades hurts their development in other areas.

"The pressure to do well on S.A.T. tests is often harmful to many students because it reduces the emphasis that is placed on such important areas such as civic involvement and environmental awareness," Nader said.

Although Nader feels that the drug and alcohol addiction are the two major problems which Americans should work to resolve, he believes that the biggest problem with American people in general is that parents do not spend enough time with their children.

"Americans today do not take the time to spend enough time with their children," Nader said. "This hurts the children's development educationally and socially."



Ralph Nader, a consumer advocate, spoke at the high school on May 8 as a part of the celebration of Shakerfest.

Photo by Miles Molyneux

Learning from learning disabled

LD students share their stories

To ensure the anonymity of the subjects in the following articles they will be referred to as Jeff and Mark.

BY SUSAN CONNELLY
Feature Editor

"Being classified as having a learning disability isn't a death sentence or anything, it just means that I have to work harder at some things. Believe me, it can be really hard at times, but everybody has something that they have to struggle with in life. My struggle is dyslexia," said 17-year-old Mark.

At the age of 10, Mark was classified as having a learning disability. According to Federal law, a learning disability is a "disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations."

The expression learning disabled is a broad term that includes problems such as "anomia", the inability to recall names or words, "dyscalculia", a difficulty in mathematics, and "dyslexia," a reading problem.

Mark's learning disability, dyslexia, manifested itself in severe problems with reading and writing. Long after his friends had learned to read and write, he was still having extreme difficulty reading and writing. Mark said that by the third grade he had lost interest in school.

"I hated it," Mark said. "I always felt dumb at school. I could never succeed no matter how hard I tried. Eventually I just gave up."

According to Mark's mother, the signs that Mark was dyslexic were all there, but she failed to make the connection that maybe her

son had a severe learning disability until he was in the end of the fourth grade.

"Mark would clutch his pen in his hand very awkwardly and concentrate on the page very hard," Mark's mother said. "He would often mistake the letter 'b' for 'd', or start reading in the wrong place. I guess these were obvious signs, but it was not until a professional diagnosed him as having a learning disability that I understood what he was going through."

Mark, like most learning disabled kids, is of average to above average intelligence. Mark is one of the some 25 percent of school children, according to the June 1987 issue of "Ms. Magazine," who have learning disabilities.

Jeff was classified as having a learning disability when he was eight-years-old. Jeff, like Mark, is dyslexic.

"I have never really minded being dyslexic," Jeff said. "I guess it is because I have never known anything else. The only time I run into problems with being learning disabled is when I compare myself to other people's standards. It's like if I thought someone was less of a person or stupid if they couldn't play soccer as well as I can."

Mark agreed that the key to conquering learning disabilities is not measuring yourself in comparison to others. However, Mark pointed out that there is no such thing as better or best in the way that people's minds work.

"For some reason people think that what is standard is what is best," Mark said. "Your mind is no better than mine, it's just different. I just learn different from other people. Once people with learning disabilities conquer their problem and learn how to learn for

their mind, then we can do almost anything."

Both Mark and Jeff agreed that the hardest part in a learning disability is how other people treat you.

"If they know that you are learning disabled then they treat you like you are retarded or like you are the town idiot. They never give you a challenge and they expect the worst from you," Jeff said. "If they don't know you're learning disabled then they are just cruel to you."

"I remember one time when a teacher looked at my paper and sneered to me 'This is lousy. What are you dyslexic or something?'. I replied that I was. She then said 'You know, actually, this isn't that bad then,'" Mark said.

Mark and Matt both agree that being learning disabled in some way or another has helped them.

"I'm not saying I want to have a learning disability," Mark laughed, "I just don't think it is as bad as some people might think. I have learned about myself and about how my mind in particular thinks."

Jeff said that now that he is older and can better understand what is the matter, he has learned many ways to overcome his problems. Jeff said that this is not so different from a lot of other people.

"I know people who are handicapped, have a bad family life, have tragedies happen or have learning disabilities," Jeff said. "Whatever the case, each of them is struggling to overcome something or another. We all have something that holds us back sometimes, that makes us stronger and makes us learn about ourselves, don't we?"

Boys lacrosse takes third in state

Club hopes to gain varsity status



SHAKERITE ARTWORK BY HERB ASCHERMAN

BY NATHAN WISNESKI
Staff Reporter

If you are like most people and do not know a thing about lacrosse, don't feel bad. Neither did half the boys lacrosse team when they tried out.

"I invite new players to join and I'm willing to work with inexperienced people," head coach Ken Kirtz said.

Despite the initial lack of knowledge, the team matured enough over the course of the year to finish in third place in the division B state tournament.

In the tournament, the team's first opponent was Heights. Earlier in the season, it lost 2-1 to Heights in overtime.

"We kept improving throughout the season," Kirtz said. "At the end of the season, we were much better."

This improvement became evident with the

team's 10-2 thrashing of Heights in the first round.

In the next round, it lost 13-5 to Hilliard, the eventual second place team. In the game for third place, it beat Jackson 9-3, led by freshman Scott Frerichs' three goals.

Many players felt that the team could have won the tournament.

"We could have easily won states," sophomore Matt Fader said. "Walsh won the whole tournament, but almost lost to Jackson, who we beat."

According to Kirtz, the Raiders were not overwhelmed by Hilliard.

"We just played a poor game against Hilliard," Kirtz said. "It wasn't that we were outgunned or outmatched, because that just wasn't the case."

Looking toward next year, the team is anticipating some changes. Perhaps the biggest change involves its becoming a team rather than a club.

As a club, it plays in a junior varsity division

and receives little funding from the school.

"One advantage of being a varsity sport would be more funding for the team," Kirtz said. "The most important thing would be the respect and recognition of a varsity letter. It would be my desire to see this program go much further, and it needs the credibility of varsity recognition."

The club was started three years ago by Scott Harris and Warren Johnson for their senior project.

As the team has grown older, it has gained some popularity.

"If the popularity continues to grow, we should be a lot better," junior John Homans said. "More people will come out and we can have a varsity and JV team."

That would give the team more experienced players.

Tennis teams advance to states

BY JEFF EPSTEIN
Staff Reporter

Two doubles teams from Shaker advanced to the state tennis tournament in Columbus this year, but were defeated in the first round.

Doubles teams consisting of seniors Kevin Hartt and Kyle Freimuth and juniors Jason Kaufman and David Joseph advanced past the sectional and district

tournaments to reach the state tournament. Hartt and Freimuth were the number one doubles team during the regular season.

Kaufman and Joseph were the numbers one and two singles players.

Kaufman was critical of his doubles team's performance.

"We could have played better," Kaufman said.

Freimuth and Hartt played well but fell upon bad luck in the first round of states.

"Kyle and Kevin played really well and lost to the state champions," Joseph said.

Hartt was also pleased at the way they played.

"Personally, Kyle and I played well," Hartt said.

Freimuth and Hartt beat Joseph and Kaufman for first place at their sectional. In the Northeast district, Kaufman and Joseph finished first

and Freimuth and Hartt finished fifth.

As a team, the Raiders went unbeaten in LEL play to win the title for the fourth straight year.

According to Joseph, the team had three major goals at the beginning of the season. The first was to win the LEL, which they did.

The second goal was to make it to the state tournament as a team. It was defeated before they would have gone to states.

"It's always tough to lose to them [U.S.]. Their top seven

"It is always tough to lose to them [U.S.] Their top seven players are really strong."

-JASON KAUFMAN

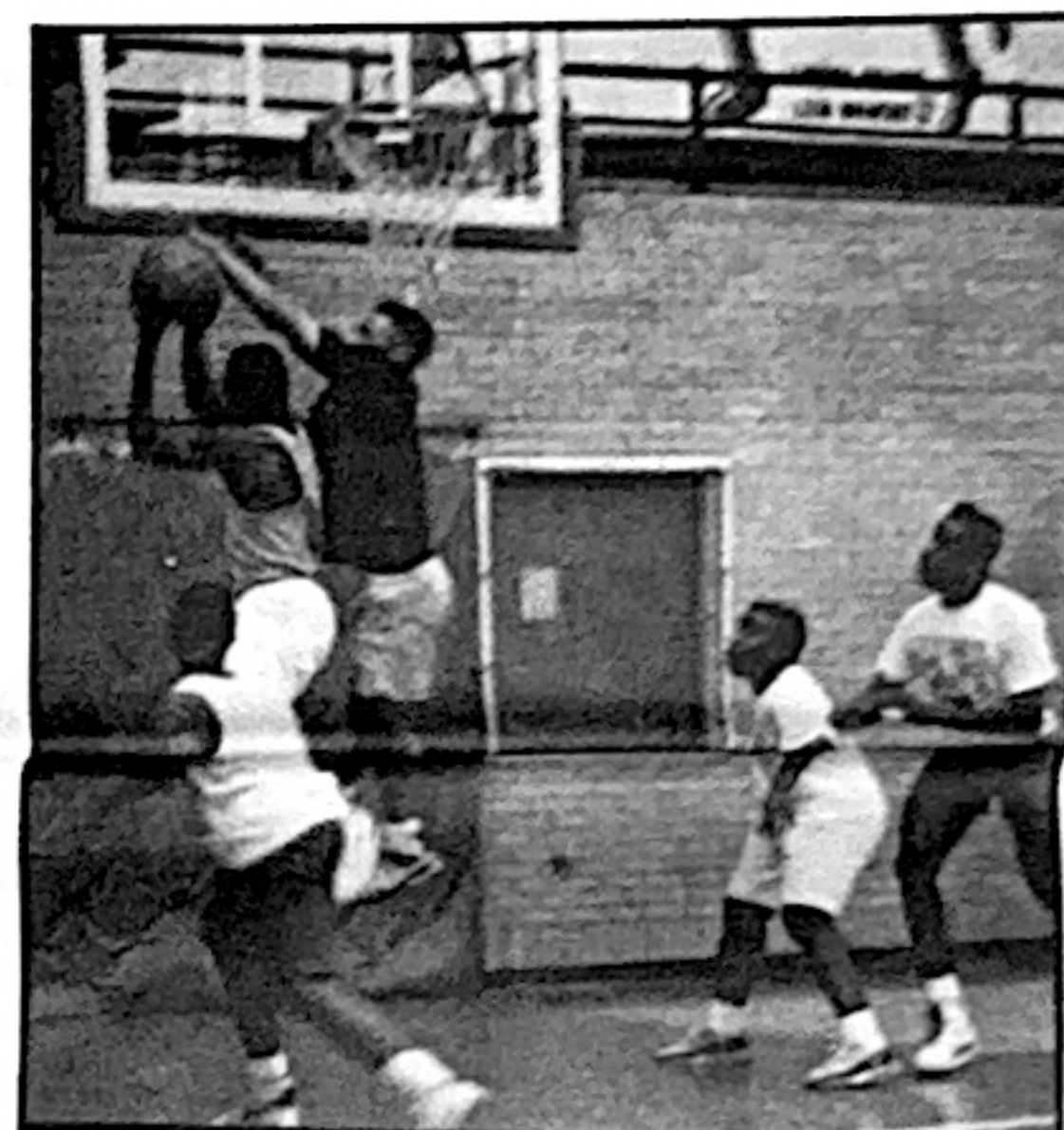
players are really strong," said Kaufman.

The Raiders third objective was to have representatives in the state tournament. The doubles teams accomplished that.

Next year, juniors Kaufman, Joseph and Ben Stefanski will be returning as the top three seeds.

Seven team members were named to the all-LEL team. Seniors Brandon Collier, Freimuth, Hartt and Josh Polster were selected, as were juniors Joseph, Kaufman and Stefanski.

Next year, it will try to overcome the loss of four seniors to win its fifth consecutive LEL title and its fourth consecutive undefeated LEL season.



REJECTED! A shot gets blocked during a recent intramural basketball game. The games are every Tuesday evening. Intramural volleyball is held on Thursday evenings. This summer, softball will be offered. The intramurals were started by math teacher Dennis Hogue and gym teacher Alfonso Quinones. Photo by Hallie Watson

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SHAKERITE

Raiders win LEL title

Softball exceeds expectations

BY LORNE NOVICK
Staff Reporter

After going through a tough season last year, the expectations for the softball team were not high. That did not stop the Lady Raiders, however, from surprising everybody in their capture of the LEL title.

Led by senior co-captains catcher Eliana LeVine and pitcher Emily Dawson, these Red Raiders were 9-1 in league play in the regular season.

It's first defeat came at the hands of Cuyahoga Falls, 10-2, in the first game of the district tournament. This eliminated them from post-season play.

"There was a little bit of cockiness on the team," LeVine said. "After all, we were undefeated [at the time], but there was also a sense of 'wow, it's the district game'."

This year, Lori Anthony took over as coach. Many players cited her influence as a driving force behind their success.

"She got us really motivated," sophomore third baseman Laura Hoppe said. "All the practices were hard but more structured. She was just a fun coach to have around."

Some players considered Anthony to be more than just a good coach.

"She's the best coach we've ever had," junior shortstop Maggie Manning said. "She always kept us positive because she was so positive."

The expectations were not high going into the season because the team hadn't done much last year, according to Manning.

It's confidence level rose tremendously following a 6-0 defeat of Lakewood in its first game. Lakewood was the preseason favorite to win the LEL.

"We thought that Lakewood would be the toughest team and I wasn't sure that we could beat them," LeVine said. "But when we beat them 6-0 it was the greatest thrill for me. I really thought we could win the LEL then."

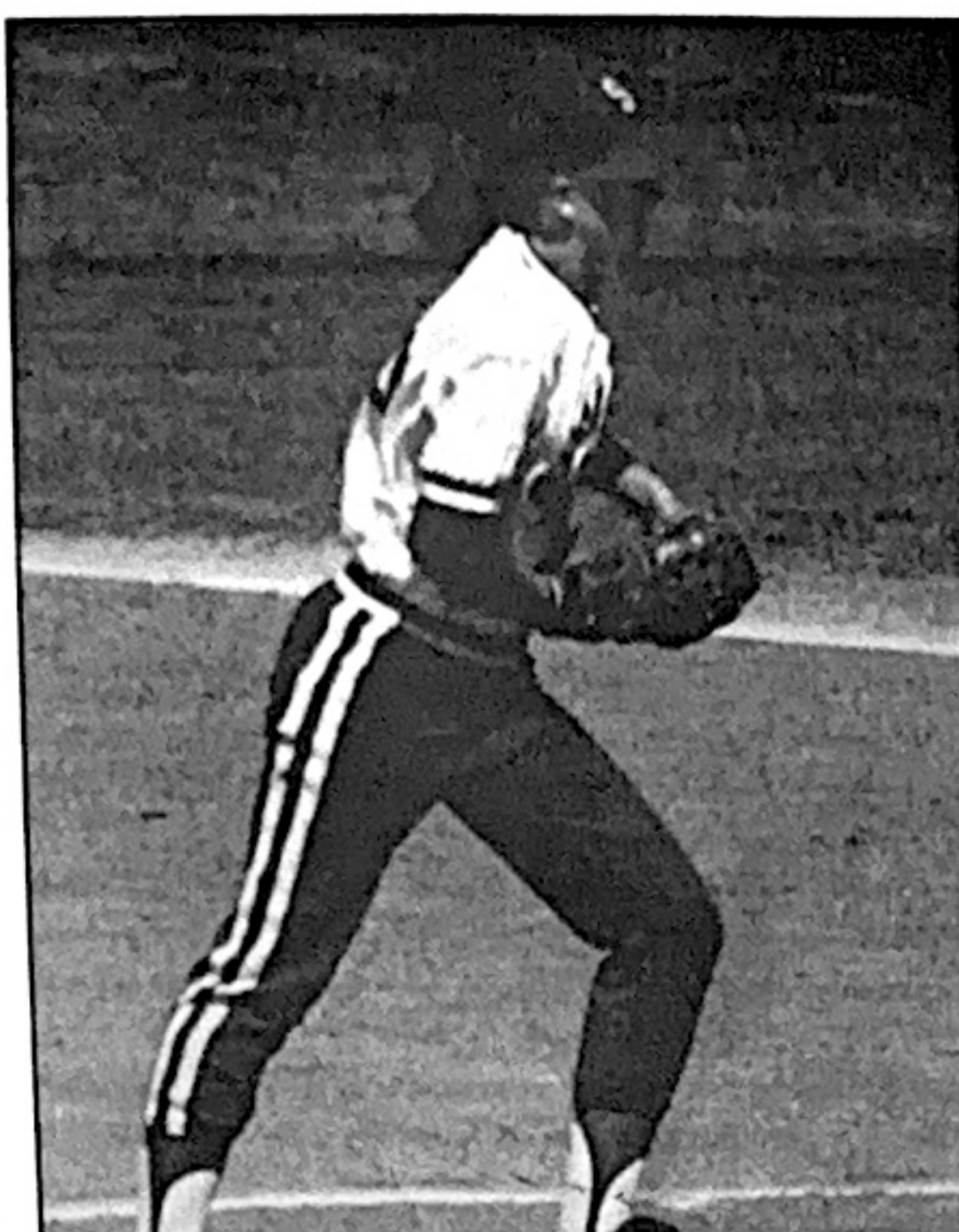
Even though the season started on such a high, there were other reasons to be pleased with the way the team progressed this year.

"I think there was a lot of improvement mentally," LeVine said. "We realized games were not going to be handed to us. We had to work," LeVine said.

It scored an impressive 46 runs in two games against Shaw, and 18 against Normandy.

The team finished with a 10-1 regular season record, and 10-2 overall.

Dawson was a Plain Dealer player of the week, and was highlighted on Channel three.



WINDING UP. Senior Emily Dawson begins her windup during a game. Behind Dawson, the softball team had a 6-0 record in winning the LEL. Photo by Miles Molyneux

Look out 'L.A. Law,' Brother Love is here

THE
SPORTS COLUMNBY BRIAN DESNIK
Sports Editor

The other night, while flipping through the channels on my TV looking for a good baseball game, I came upon something quite intriguing: the world of professional wrestling.

It was a tag-team match between a team called the Bushwhackers and two pathetic souls who were probably doomed to be eternal nobodies in the wrestling ring. What got me interested was the antics of the Bushwhackers. They would stick their tongues out, strut around the ring, waving their arms and spitting on their opponents.

Soon, I felt myself sitting back in my chair and before I knew it, I had watched the entire one hour show. It just didn't feel right. I am not the typical wrestling fan. I was not wearing a sleeveless undershirt. I did not demand that any family member bring me a beer after every match. I did not belch grotesquely or scream at the men on the tube. I watched the match as I did my chemistry homework and sipped on a diet Pepsi.

I knew that it was fake, but I just couldn't help but root against the guy who had a bodyguard waving around his money, and who called himself the "Million Dollar Man."

In wrestling, there always has to be a "Good Guy" and a "Bad

Guy". Almost always, the good guy prevails. In order to keep some variety, however, the bad guy will occasionally win. When this happens, it is almost always unfairly. Often, the bad guy's manager will hand him a "foreign object." This can be anything from a roll of quarters, to a cigar, to a megaphone.

There are also all kinds of matches. There is the steel cage

ring.

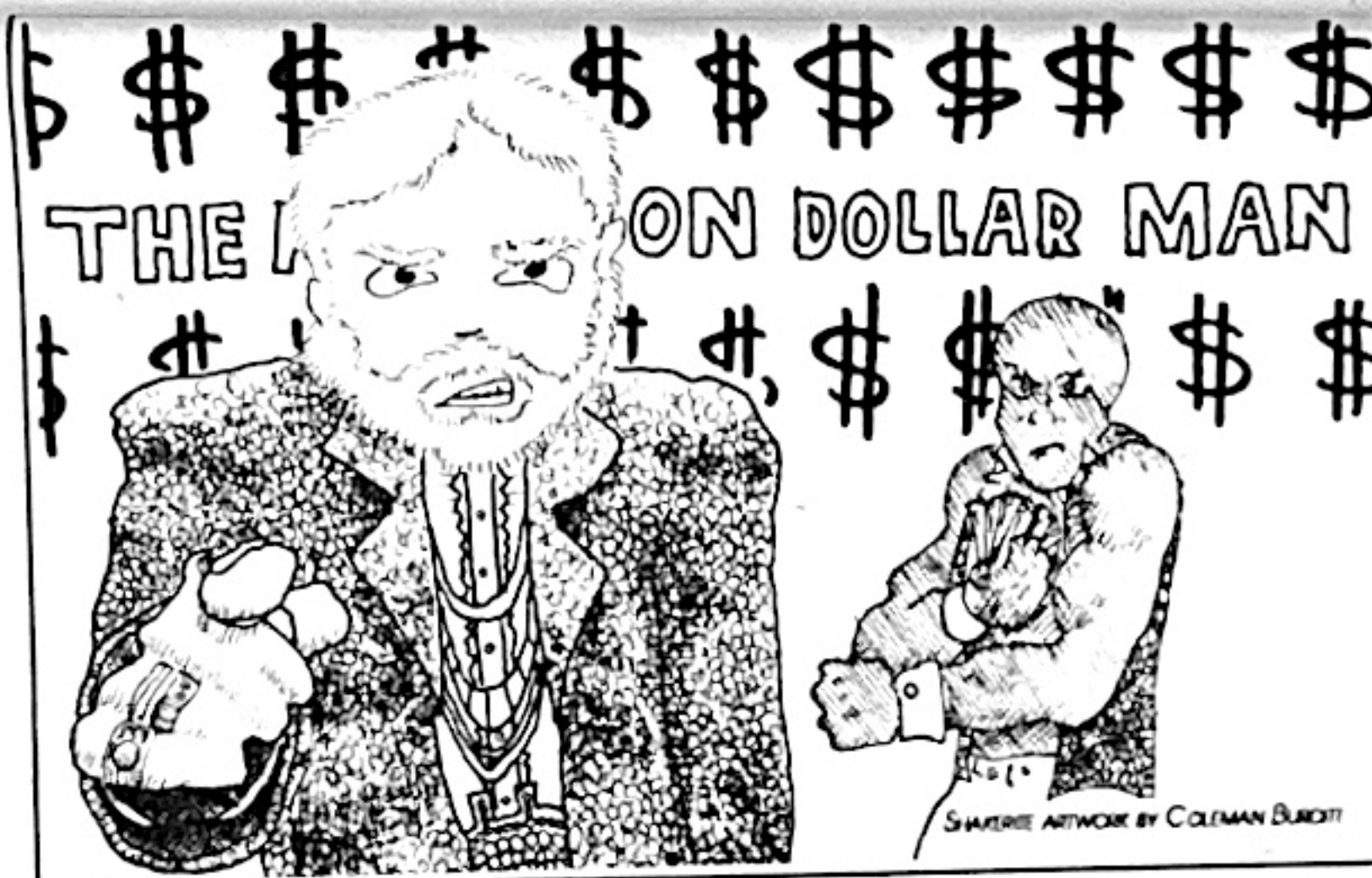
The announcers, Gorilla Monsoon (named for the storm, I suppose), the good guy, and Bobby "The Brain" Heenan, the bad guy, were also interesting. In a welcome contrast from Cleveland Indian announcers, Tom Hamilton and Herb Score, these two never agreed and argued vehemently. Monsoon was a former wrestler and must be there to give insight to the matches.

looked like Elvis. He had the haircut, pants, shirt, shades and guitar to match the King's. Honky Tonk's manager spent the match jumping around with a megaphone in his hand. His opponent was good guy Brutus "The Barber" Beefcake. His life ambition is to cut the hair of all of his opponents. It made me wonder what kind of parents these wrestlers have.

The next part of the show was even better. A man called Brother Love came on to do a talk show of sorts. His face was plastered with red makeup, and he spoke in an obnoxious soprano voice. He was like a wrestling evangelist. He was a bad guy. His guest on that particular night was "Hacksaw" Jim Dugan. Dugan ran around expectorating and carrying a 2x4 piece of wood. His verbal assaults on the Brother made it apparent that he is a good guy.

When the show ended, I was in a state of confusion. I rather enjoyed it. Since then, I have begun to watch other good shows, such as "Roller Games", and "American Gladiators."

"L.A. Law" is no longer important to me. I have found a better show.



match. This is when two savage wrestlers (usually long time rivals) are put into a cage. The first one out is the winner. Then there is the infamous lumberjack match. Two wrestlers in the ring are surrounded by many other wrestlers, whose job it is to keep them in the

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